

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides the basic idea which is related to the introduction of the study. It presents background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

#### **1.1 Background of the Study**

Learning is a lifelong process that starts before the school time and continues rapidly. No matter a man or woman, young or adult, everybody does learning. One of the basic learning in someone's life is language learning. Santrock (2011) defined learning as a behavior, thinking skill and knowledge that constantly change and it is happen through experience. In line with Santrock, Jones and Bartlett (2003) stated that learning is a behavior improvement on person's ability in definite way. It means that learning is a process where behavior can change because of some factors. The factors might be from academic and non-academic. Those factors can influence our behavior through learning process.

Learning process is not always like what is expected. At school, the students will have various achievements although they had been taught with the same technique, material and condition. It happens because every student has different characteristics and intelligence that influence them to get success in language learning. Henson and Eller (2012), state that teachers often deliver

instructions with the general method. It means that teacher generalize the students as the same. In fact, students are different. They perceive and learn in different way. The way that student used in learning called learning style.

Learning style is the student's way of learning. Every student will have the different way to comprehend the lesson in order to solve their problems in learning. For example, some students are comfortable with visual presentation because they can understand the material presented by graphic or picture easily. Another example, the students who prefer verbal explanation are comfortable with speech or discussion. They tend to be active in group work. It shows that every student has different style in learning.

Every students has their own characteristic to choose the most effective and comfortable way of processing the materials. Ellis (2005) in Xu (2011) defined learning style as "the characteristic ways in which individuals orientate to problem-solving". The best-known learning styles theory is stated by David Kolb (1984) in Saul (2013). He believed that learning styles appear because of our environment, genetics and experience.

Based on the ideas above, we can conclude that every student has their own way to help them accomplish the effectiveness in learning process. In addition, the comfortable feeling of the students in the learning process can change because of their environment which might be different from the previous. For example, in elementary, students prefer to learn by their selves without any helps which is different from the kindergarten students who prefer to use game as a tool for learning.

According to Johnson (2003), learning style is categorized into seven types. Those are visual, aural, verbal, physical, logical, social and solitary. By knowing the students' learning styles, the teacher can help the students to achieve the learning goal. As one of research topics in education, there are many previous researches about learning style. The researcher found a research related to learning style.

Arifiana (2014) conducted a research about "A Study on Digital Native's Learning Style in Learning English of Eight Grade Students of SMP Negeri 1 Malang" and Amchosihi (2013), in the research of "English Learning Styles Used by Eleventh Grade Students of SMAN 1 Kauman Tulungagung".

Arifiana (2014) found six kinds of learning styles used by the eighth grade digital native students at SMP Negeri 1 Malang. Those are visual, aural, verbal, logical, social and solitary. Moreover, the learning style that mostly used at SMP Negeri 1 Malang was social learning style. It showed when the students prefer to work well in group or discussion.

One previous study by Amchosihi (2013) found that some learning styles are kinesthetic, auditory, group, tactile, visual, and individual learning styles. From the research, group work is the most learning style that used by the students. It can be concluded that in this research, group working can help the students learn well.

Based on the previous study, the researcher wants to study on the students' learning style at Tenth Language Class in SMAN 1 Turen. This research was conducted because the each student has different characteristic and has their own

learning style. But guidance from the teacher is still needed for the student's improvement. This study will focus only on English Subject.

### **1.2 Research Problem**

Based on the background of the study above, the problem of this study is:

1. What are the learning styles used by the students in English Subject at Tenth Language Class in SMA Negeri 1 Turen?

### **1.3 Research Objective**

Based on the statement of problem above, the purpose of the study is:

1. To find out the kinds of learning styles used by the students in English Subject at Tenth Language Class in SMAN 1 Turen.

### **1.4 Research Significance**

The result of this study is expected to be able to give some contributions. First, the result of this study can be useful for the English teacher. The researcher hopes that the teacher can identify and know the students' learning style. So, the teacher is able to teach with the suitable technique for the students. Meanwhile, for the students, the writer hopes that they will optimize their learning style. When they apply it, they can learn comfortably and improve their English skill. The last, it is hoped, this study will be useful for the academic reference for the next researchers.

### **1.5 Scope and Limitation**

The scope of this study is the students' learning style in English Subject. This study is limited on the students at Tenth Language Class in SMAN 1 Turen.

## 1.6 Definition of Key Terms

To avoid misunderstanding about some key terms used in this study the writer gives the definition of key terms as follow:

Learning style : the way of learning that is different for each student.

English Subject : an academic discipline taught in primary, secondary, and post-secondary education.

SMAN 1 Turen : a state Senior High School in Turen located at Sedayu, Turen, Kabupaten Malang.

